

**THE EFFECT OF USING SENSORY IMAGES STRATEGY ON
READING COMPREHENSION AT THE SECOND YEAR
STUDENTS OF STATE ISLAMIC JUNIOR HIGH
SCHOOL RANAH KAMPAR**



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PEKANBARU
1433 H/2012 M**

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Thesis

Submitted to Fulfil One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled *The Effect of Using Sensory Images Strategy on Reading Comprehension at the Second Year Students of State Islamic Junior High School Ranah Kampar*, written by Siska Haryati NIM. 10614003513. It is approved to be examined of undergraduate committee of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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The thesis entitled *The Effect of Using Sensory Images Strategy on Reading Comprehension at the Second Year Students of State Islamic Junior High School Ranah Kampar*, is researched by Siska Haryati NIM. 10614003513. It is approved and has been examined by the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau on Syafar 12, 1433 H/ January 12, 2012 M as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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ABSTRACT

Siska Haryati (2012): The Effect of Using Sensory Images Strategy on Reading Comprehension at the Second Year Students of State Islamic Junior High School Ranah Kampar.

This research was experimental research. It was investigated to know effect of using sensory images strategy on reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar. The subject of this research was the second year students of State Islamic Junior High School Ranah Kampar. The second year students consisted of two classes (60 students). The writer took VIII A and VIII B (60 students) as the sample of the research. The way in choosing this sample was cluster technique.

The instruments of this research were observation and test. The observation was used to know implementation of sensory images strategy applied in the class and test was used to get data of the students' reading comprehension. Whereas, to analyze the data, the writer used anova. The formula was:

$$F = \frac{R_{Ka}}{R_{Kd}}$$

Based on the writer's findings, the score of students' reading comprehension at the second year of State Islamic Junior High School Ranah Kampar in pre-test of experimental class was 1795 with average was 59.8 and can be categorized poor to average and in the post-test (after teaching using sensory image) was 2320 with average was 77.3 and could be categorized average to good. While, pre-test of control class was 1635 with average was 54.5 and can be categorized poor to average. While in the post-test was 1850 with average was 61.7 and could be categorized average to good.

Finally, after analyzing, it can be known that $t_{calculated}$ was 24.677. $t_{calculated}$ was turned to f distribution tabel. It was found that $f_{distribution}$ at 5% was 4.00 and 1% was 7.08. It could be concluded that $t_{calculated} > f_{distribution}$ (24.677 > 7.08 > 4.00).. This indicated that the alternative hypothesis was accepted and null hypothesis was rejected. In other words, if the value of t-calculated was smaller than the value of t-table, this indicated that null was accepted and alternative hypothesis was rejected. In short, there is any significant effect of using sensory images strategy on reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar.

ABSTRAK

Siska Haryati (2012): Pengaruh Penggunaan Strategi Imajinasi pada Pemahaman Membaca Siswa Kelas VIII MTs Negeri Ranah Kampar.

Penelitian ini merupakan penelitian eksperimen. Penelitian ini dilaksanakan untuk mengetahui pengaruh penggunaan strategi imajinasi pada pemahaman membaca siswa kelas VIII MTs Negeri Ranah Kampar. Subjek penelitian ini kelas VIII MTs Negeri Ranah Kampar terdiri dari dua kelas (60 siswa). Penulis mengambil kelas VIII A dan VIII B (60 siswa) sebagai sampel penelitian. Cara dalam memilih sampel adalah teknik kluster.

Instrumen penelitian ini adalah observasi dan tes. Observasi digunakan untuk mengetahui implementasi strategi imajinasi dan tes digunakan untuk mengetahui data kemampuan pemahaman membaca siswa. Sedangkan untuk menganalisa data, penulis menggunakan anova. Rumusnya sebagai berikut:

$$F = \frac{R_{Ka}}{R_{Kd}}$$

Berdasarkan temuan peneliti, nilai kemampuan membaca siswa kelas VIII MTs Negeri Ranah Kampar pada pre tes kelas eksperimen adalah 1795 rata-rata nilai 59.8 dengan kategori poor to average dan pada pos tes adalah 2320 rata-rata nilai 77.3 dengan kategori average to good. Sedangkan, pada pre tes kelas kontrol 1635 rata-rata nilai 54.5 dengan kategori poor to average. Sedangkan pada pos-tes 1850 rata-rata nilai 61.7 dengan kategori average to good.

Akhirnya, setelah dianalisis diperoleh nilai t hitung 24.677. sedangkan f distribusi pada 5% adalah 4.00 dan 1% adalah 7.08. Hal ini dapat disimpulkan bahwa $t_{calculated} > f_{distribution}$ (24.677 > 7.08 > 4.00). Ini menunjukkan bahwa H_a diterima dan H_o ditolak yang berarti bahwa terdapat pengaruh penggunaan strategi imajinasi pada pemahaman membaca siswa kelas VIII MTs Negeri Ranah Kampar

ملخص

سسكا هرياتي (2012) : تأثير استخدام الخيال في استراتيجيات الفهم
القرائي الطلاب الصف الثامن بمدرسة الثانوية
الجكومية رانه كمبار.

هذه الدراسة البحثية هي تجربة البحث. وقد أجريت هذه الدراسة
لتحديد تأثير استخدام الخيال في القراءة والفهم الطلاب الصف الثامن
بمدرسة الثانوية الجكومية رانه كمبار. موضوع هذه الدراسة الطلاب الصف
الثامن بمدرسة الثانوية الجكومية رانه كمبار تتكون من طبقتين (60 طالبا).
اتخذ المؤلف الثامن فئة أ و الثامن ب (60 طالبا)، وعينة الدراسة. طريقة
لاختيار عينة عشوائية من تقنية العنقودية.
الصكوك من هذه الدراسة هو المراقبة والاختبارات. وتستخدم
الملاحظات لتحديد استراتيجية للتنفيذ، ويستخدم اختبار من الخيال لتحديد
قدرة الطلاب على الفهم قراءة البيانات. في حين لتحليل البيانات، واستخدم
واضعو ANOVA. الصيغة هي على النحو التالي:

$$F = \frac{R_{Ka}}{R_{Kd}}$$

أخيرا، وبعد تحليل حصلت عليها احتساب قيمة 24 ر 677 في حين
و هو توزيع 5% في 4:00 ، و 1% هي 7.08 ويمكن استنتاج أن t محسوب >
f التوزيع (24.677 > 7.08 > 4.00). هذا يشير إلى أن يتم تلقي Ho Ha
ومرفوض، وهو ما يعني أن هناك تأثير لاستخدام الخيال في قراءة
استراتيجية الاستيعاب من طالب الصف الثامن بمدرسة الثانوية الجكومية
رانه كمبار

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Pekanbaru, December 2011

The researcher,

SISKA HARYATI

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an interactive process that goes on between the reader and the text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reading comprehension is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.¹

Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Good readers can understand the individual sentences and the

¹Kalayo Hasibuan and Fauzan Ansyari.. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: UIN SUSKA-Riau. 2007. p. 128

organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly.

Theoretically, become good readers need strategies or methods in reading. The strategies and methods in reading are process used by the readers to enhance reading comprehension and overcome comprehension failures. If the readers do not have the strategies and methods in reading, they are absolutely difficult to understand, to make sense, to what they read, to conceive a task, and they will spend much time to comprehend the text.

One of the best methods to enhance reading comprehension and overcome comprehension failures is Sensory images. A sensory image is an important part of our schemas. Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaning making

All people include the students want to be a good readers but most of people or students always have problems and difficulties to comprehend the

text. Especially the students at the second year of State Islamic Junior High School Ranah Kampar still have problem in reading lesson. The school implements English KTSP (Education Unit Level Curriculum). In the KTSP, at the semester two of the second year, reading is taught 2 meetings x 40 minutes in a week. Standard competence of reading is understanding meaning of simple short essay such as recount, and narrative to interact with around environment. While in the base competence, there are three kinds of indicators, they are reading aloud functional and simple short essay such as recount, and narrative by accepting utterance, pressure, and intonation related to around environment, responding the meaning and rhetoric of simple short essay accurately and accepting relate to around environment in form of the recount and narrative texts, and responding the meaning of simple functional short essay accurately, fluently and accepting relate to around environment. ²

In completing the reading based competence to the students, English teacher of State Islamic Junior High School Ranah uses traditional method, such as reading aloud. Reading aloud is as same as word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to. ³

By implementing the reading aloud, students are expected to be able to

²Depdiknas. *Standard Kompetensi and Kompetensi Dasar Tingkat SMP/MTs*. Pekanbaru: Dikpora. 2006. p. 25

³Abromitis, Barbara 2009. *Read Aloud Strategies for K-6 Classrooms The Benefits and Uses of Oral Reading with Elementary Students*. in <http://www.suite101.com/content/read-aloud-strategies-for-k6-classrooms-a89193>. 21 April

understand an English text and answer the questions well. But in fact, the reseacher found the symphoms as follows:

1. Some of the students are not able to identify main idea of the descriptive texts.
2. Some of the students are not able to identify supporting idea of the descriptive texts.
3. Some of the students are not able to identify the meaning of vocabularies of the descriptive texts
4. Some of the students are not able to identify locating reference of the descriptive texts
5. Some of the students are not able to make inference of the descriptive texts.

Based on the explanation above, the researcher would like to try another strategy in helping to overcome students' problems in reading comprehension by using Sensory Image Strategy. Sensory images also help students store reading events in their memories.⁴

Based on the information above, writer will try to do research entitled: "The Effect of Using Sensory Images Strategy on Reading Comprehension at the Second Year Students of State Islamic Junior High School Ranah Kampar".

B. Definition of the Terms

⁴Morillon, Judi. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: amrican Library Association, 2007, p. 46

1. The effect means change caused by something.⁵ In this research, the effect means the result of using Sensory Images Strategy on Reading Comprehension at the second year students of State Islamic Junior High School Ranah Kampar.
2. Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension.⁶ In this research, sensory images mean a strategy that will be used to overcome the students' problems in reading comprehension.
3. Reading is an activity with a purpose; gaining information or verify existing knowledge, or in order to criticize a researcher's ideas or writing style, etc.⁷ In this research, reading means one of the English skills that should be learned by the students.
4. Comprehension. Comprehension is great skill or knowledge.⁸ In this research, the comprehension means the students knowledge in reading.

C. The Problems

1. The Identification of the Problems

From the description of the background and the symptoms above, the problem can be identified as follows:

⁵Manser, H. Martin, *Oxford Learner's Pocket Dictionary*. Oxford: Oxford University Press. 1995. p. 134.

⁶ Morillon, Judi. *Op. cit.* p. 42.

⁷ Kalayo Hasibuan and Fauzan Ansyari. 2007. *Op. cit.* p. 128.

⁸ Manser, H. Martin, 1995. *Op. cit.* p. 256.

- a. Why some of the students are not able to identify main idea of the descriptive texts?
- b. Why Some of the students are not able to identify supporting idea of the descriptive texts?
- c. Why Some of the students are not able to identify the meaning of vocabularies of the descriptive texts?
- d. Why Some of the students are not able to identify locating reference of the descriptive texts?
- e. Why Some of the students are not able to make inference of the descriptive texts?

2. The Limitation of the Problem

To avoid misunderstanding in this research, the researcher limits the problems to the effect of using Sensory Images Strategy on Reading Comprehension at the second year students of State Islamic Junior High School Ranah Kampar.

3. The Formulation of the Problem

The problem of this research can be formulated in the following questions:

- a. How is the students' reading comprehension at the second year of State Islamic Junior High School Ranah Kampar without using sensory images strategy?

- b. How is the students' reading comprehension at the second year of State Islamic Junior High School Ranah Kampar by using sensory images strategy?
- c. Is there significant effect of using sensory images strategy on reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar?

D. The Reason of Choosing the Title

- 1. The title is interesting because it relates to the problems faced by students. It needs to find out the solution, so, the students can be successful in learning English especially in reading.
- 2. Through this research, the researcher wants to know the students' reading comprehension using sensory images strategy at the second year students of State Islamic Junior High School Ranah Kampar.
- 3. The topic is relevant to the researcher as one of the students of the English Education Department.

E. The Objective and Significance of the Research

1. The Objective of the Research

- a. To know the students' reading comprehension at the second year of State Islamic Junior High School Ranah Kampar without using sensory images strategy

- b. To know reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar using sensory images strategy.
- c. To find out the significant effect of using sensory images strategy on reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar.

2. The Significance of the Research

- a. To give information about the students' reading comprehension after being taught by using sensory images strategy.
- b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University-SUSKA Riau
- c. To increase students' reading comprehension by using sensory images strategy.
- d. To enlarge the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of using sensory images strategy.

CHAPTER II

THEORETICAL FRAMEWORK

F. Reading Comprehension

1. The Nature of Reading Comprehension

Reading as one of the language skills is an important skill that students should master. There are many types of reading. Reading is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form, even the information is explicitly stated or not in a passage. It is the way to compare the information with the reader's own knowledge. It is also the way to interpret the authors' purposes.

Reading means perceiving a written text in order to understand its contexts. This can be done silently.⁹ In addition, reading is an action of a person who reads texts. By reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.¹⁰

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of this can be further broken down into varying kinds of behavior. There are three definitions of reading. The first is pronouncing words, second is identifying words and the last is bringing meaning to a text in order to get meaning from it.

⁹ Richards, Jack C. et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. Printed in Malaysia, VVP. 1992. p. 306.

¹⁰ Hornby, AS. *Oxford Advanced Learner's Dictionary (Sixth Edition)*. Oxford: Oxford university press. 2000. p. 104.

Based on the description above, it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activ. ⁹ and emotional responses. Reading is also the way to interact with the researcher from a book or text.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - fielding this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!

2. Students' Reading Comprehension

Students may aware that to read carefully, students should undertasnd the components of reading, they are:¹¹

a. Main Idea

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special

¹¹ Syafi'i., *et al. From Paragraph to a Research Paper: Writing of English for Academic Purpose*. Pekanbaru. Lembaga Belajar Syaf Intensive. 2007. p. 2.

aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are asking for the same information: (1) What is the main idea?, (2) What is the subject? (3) What is the topic? (4) What would be a good title?

b. Supporting Sentences

Supporting sentences/supporting details should also help you form an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports the main idea in order that all contents of text can be understood easily.

c. Making Inference/Concluding Sentences

The problem included in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author's viewpoints.

In addition, there are some reading comprehension questions features that can be evaluated:

- 1) Main ideas
- 2) Expressions/idiom/phrase in context
- 3) Inference (implied detail)

- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas
- 8) Vocabulary in context.¹²

From the components of reading above, it can be known that the students will understand the paragraphs and they must master the components of reading first.

3. The Characteristics and Skills in Reading Comprehension

When some one needs a success in reading she/he must know well about the characteristics of efficient reading. They are as follows:

- a) Language, the language of the text is comprehensible to the learner.
- b) Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
- c) Speed, the reading progresses are fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time, working about each or group of new words.
- d) Attention, the reader concentrates on the significant bits, and skims the rest, may even skip part about what he or she knows to be significant.

¹² Brown, H. Douglas.. *Language Assessment: Principles and Classroom Practices*. San Francisco: San Francisco State University. 2004. p. 206.

- e) Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guessing its meaning from the surrounding text, or ignoring it and managing without using a dictionary only when these strategies are insufficient.
- f) Prediction, the reader thinks a head, hypothesizes and predicts.
- g) Background information, the reader has and uses background information to help understand the text.
- h) Motivation, the reader is motivated to read an interesting content or a challenging task.
- i) Purpose, the reader is aware of a clear purpose in reading to find out something, or to get pleasure.
- j) Strategies, the reader uses different strategies for a different kind of reading.¹³

In reading, the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on the large extent in these specific skills. The six skills of reading are:

- 1) Predictive skills.
- 2) Extracting specific information
- 3) Getting specific picture
- 4) Extracting detail information
- 5) Recognizing function and discourse patterns
- 6) Deducing meaning from context.¹⁴

¹³ Ur, Penny. *A course in Language Teaching*. Cambridge: University Press. 1993. p. 148.

The main purpose of reading is to understand and to find out the information from the passage. To be able to understand and find the information, the readers should know the characteristics and skills above because understanding the contents is not easy, but it will be overcome if we use the skills above when we read the contents in English. By using the skills, we will find the information or the authors' purposes.

4. The Factors that Influence Students Reading Comprehension

Many factors influence students reading comprehension. The important one is come from the teacher. Roles of teachers that have particular relevance if we are trying to get students to read well:

- a) The teacher should organizer, it means that the teacher need to tell to the students exactly what their reading purpose and give them clear instructions about how to achieve it, and then how long they have do it.
- b) The teacher is as an observer, it means that the teacher observed the students work.
- c) The teacher is as a feedback provider: the vexed question of when and how to give feedback in reading activities is answered by considering the effect of possible approaches. It means that when students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.

¹⁴ Harmer, Jeremy. *The Practice of English Language Teaching*. New Edition Longman Hand Books for Language Teachers. London and New. 1995. 183-184.

- d) The teacher is as a prompter; it means that when students have read a text the teacher can prompt them to notice languages features in that text. On the other hand these roles needed to teachers to adopt when asking students to read in order to get students to read enthusiastically in class.¹⁵

In assessing student's reading comprehension, it divides into two skills, micro skills and macro skills, to become the objectives of an assessment task.

1) Micro skill

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize the grammatical word classes.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

¹⁵Harmer, Jeremy, *Ibid.* p. 213.

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts.
- c) Infer context that is not explicit by using background knowledge.
- d) Infer links and connections between events, deduce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategy, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.¹⁶

In short, from the theory above the researcher will assess the students' reading comprehension according to Brown. To assess the students' reading comprehension there are some indicators, they are; Main ideas, Phrase in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated detail), Vocabulary in context.

G. Sensory Images Strategy

¹⁶ Brown, H. Douglas, *Op. Cit.*, p. 142.

1. The Nature of Sensory Image Strategy

We first learn about the world through our senses. A newborn's skin responds to temperature, her eyes to light, her ears to the sound of her mother's voice, and her nose to her mother's scent. Her hungry mouth opens for nourishment and expresses a preference for the taste of her own mother's milk. Over time, babies gradually learn to distinguish one sense from the other and use their senses to explore and "make sense" of their surroundings. Sensory experiences are a significant aspect of our background knowledge.

Sensory imagery is an important part of our schemas. When we think about our sensory experiences, we are creating representations of those experiences in our memories. In fact, our most powerful memories are attached to sensory experiences. A smell or a taste can trigger a long-cherished recollection—bread baking in the oven in grandma's kitchen, the damp earth that signals rebirth in nature each spring. The metaphor of the elephant's ears reminds us that we can tap into all of our senses, not just our sense of sight, as we read. When we bring our sensory knowledge to the reading of a text, we are the directors of the movie that plays inside our heads. The movies we create as we read are richer if they include a variety of sensory details.¹⁷

Furthermore, Students who can make connections between their sensory experiences and language can then use their senses to comprehend text, offers a series of learning experiences to help students develop the ability to visualize. It involves guided visualizations, some of which are based on excerpts from

¹⁷ Morillon, Judi. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association, 2007, p. 39.

children's literature. It focuses for their imaginations and a specific task to perform at the end of the visualization. In addition to developing the ability to make mental pictures while listening and reading, these lessons also encourage students to incorporate more vivid sensory details in their own writing.

The Compare Different Senses:

Hearing with Sight: "Our barelegged mammas dance down the steps and join us in the fresh, clean rain . . . while the music Miz Glick's phonograph shimmies and sparkles and streaks like night lightning." by Jon J. Muth.

Taste with Touch: "Juicy, golden peaches, honey-sweet, like a gentle caress on the palm of my hand." From *Gathering the Sun: An Alphabet in Spanish and in English*, by Alma Flor Ada, illustrated by Simón Silva.

Smell with Touch: "It [the perfume] was dark, velvety, seductive, . . . like the first soft touch of a pillow at the start of a deep, deep sleep." From *The Perfume of Memory*, by Michelle Nikly, illustrated by Jean Claverie.

Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaning making.

Through modeling, educators share their unique sensory responses to the language and images presented in texts. Teacher-librarians and classroom teachers working in partnership can effectively model how to utilize one's own senses to

comprehend text more fully and to gain increased pleasure from reading. Sensory images also help students store reading events in their memories.

Exposing students to rich language and vivid imagery is a key to utilizing this strategy across the curriculum in all content areas. Many books shelved in the fiction section of the library contain factual information. An increasing number of informational books include dramatic illustrations and graphics, poetry, and poetic prose. These books are more accurately described as multigenre texts. They provide effective support for developing students' ability to read with their senses fully engaged. The literature and lesson plans in this chapter support educators as they maximize the sensory impact of these types of text.

Through collaboration, educators can effectively design, implement, and assess lessons that demonstrate the use of sensory imagery to make meaning. By lowering the student-to-teacher ratio at the point of instruction, they can better monitor the cooperative learning strategies explored in the how-to lessons outlined in this chapter. As a team, they can more easily monitor and adjust teaching this sometimes difficult-to-assess strategy. When students learn to utilize background knowledge to create sensory images as they read their literary lives and their background knowledge can be enriched significantly.

From the explanation above, sensory images strategy tell the students that good readers put themselves in the story by thinking about what the characters in the story see, hear, taste, feel and smell. Read the book aloud to the students again and look for examples of images the author uses that fit the categories. List them as we read. Some examples of what might be recorded: see - "moon so bright the

sky seemed to shine", hear - train whistle blew a sad song, taste - furry scarf over my mouth, feel - cold, like an icy hand on my back, smell.

Sample introduction to Sensory Images Strategy

Bring in several familiar objects...(one for each small group of students.)

Today, I want you to closely examine the object in front of you. Use all of your five senses as you examine it. Now close your eyes and try to picture the object in your mind. Making a picture in your mind will help you remember what the object looks like. Let's talk about what we see in our mind when we close our eyes and think about the object. (Discuss one or two aloud and then allow for pairs of two or three to share with each other.)

(Next step... I downloaded some nature clips and some special effect sounds from WinMX).

Now I want you to close your eyes and listen. I'll play a sound and as it plays, I want you to paint a picture in your mind...it could be a picture of where the sound might be...a setting for the sound...it could be a picture of what you think is making the sound and how it's making the sound...try to paint the picture in your mind to be as clear as the picture you had of the object on your table.

(Play downloaded clips: doors slamming, glass breaking, night sounds, crickets at the river, ocean surf, fireworks sounds.) Have students pair share their sensory images from sound.

(Next step) Wows...look at you! You were able to closely look at that tea pitcher and close your eyes and paint it in your mind. You remembered the curve of the handle, the pink and orange daisies painted on the side of the clear plastic; you remembered the hollow sound it made when you tapped its side. Then you listened to the sound clips I played. You made pictures in your mind from SOUNDS. Kelsey saw a window breaking...she saw the glass shatter into some small pieces and some large pieces. She saw the pieces fall to the floor and lay there glistening like diamonds. But she saw the sharp shards of glass and sensed the danger. She made this whole picture from listening to a SOUND. (Shake head like it's all so remarkable).

(Dramatic deep breath) I think you're ready. Yes, I know you're ready. You made pictures in your mind by looking at and then remembering the pitcher on your table. You made pictures in your mind by listening closely

to sounds. (Speaking slowly and dramatically and softly like you're about to divulge a wondrous secret) And did you know...that you can make pictures in your mind...with an author's words? Let me show you what I mean. (Proceed with first think-aloud).

2. The Ways in Implementing Sensory Images Strategy

Inviting students into sensory experiences prompted by literacy engagements helps them deepen their comprehension as well as appreciate and learn the writer's craft of using language to involve the senses in the reading process. Educators must share their own experience of using their senses before, during, and after reading. The think-aloud strategy in figure 4-2 describes how a classroom

The ways in implementing Sensory images strategy as follow:

- 1) Before Reading: Connecting to Prior Sensory Knowledge
 - a) Play a music shoofly that appropriates with the material.
 - b) Read the title of the book.
 - c) Ask the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the music.
 - d) When they open their eyes, brainstorm as many ocean sensory images as possible.
 - e) The educators can begin the brainstorm and can continue to contribute as the brainstorm builds. Input should be recorded with different colors, one for each sense: sight, hearing, taste, touch, and smell.
- 2) During Reading: Activating Sensory Images

- a) One educator reads; one closes her eyes.
- b) The students also close their eyes during the readings of the three passages.
- c) Listeners imagine the music during the readings.
- d) The listening educator shares her images and connections with the students.

3) After Reading: Reflection

The listening educator shares her images and connections with the students.¹⁸

H. The Effect of Using Sensory Image on Students' Reading Comprehension

Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaning making.

Through modeling, educators share their unique sensory responses to the language and images presented in texts. Teacher-librarians and classroom teachers working in partnership can effectively model how to utilize one's own senses to comprehend text more fully and to gain increased pleasure from reading. Sensory

¹⁸ Morillon, Judi, *Ibid.* p. 42

images also help students store reading events in their memories.

Exposing students to rich language and vivid imagery is a key to utilizing this strategy across the curriculum in all content areas. Many books helved in the fiction section of the library contain factual information. An increasing number of informational books include dramatic illustrations and graphics, poetry, and poetic prose. These books are more accurately described as multigenre texts. They provide effective support for developing students' ability to read with their senses fully engaged. The literature and lesson plans in this chapter support educators as they maximize the sensory impact of these types of text.¹⁹

Through collaboration, educators can effectively design, implement, and assess lessons that demonstrate the use of sensory imagery to make meaning. By lowering the student-to-teacher ratio at the point of instruction, they can better monitor the cooperative learning strategies explored in the how-to lessons outlined in this chapter. As a team, they can more easily monitor and adjust teaching this sometimes difficult-to-assess strategy. When students learn to utilize background knowledge to create sensory images as they read, their literary lives and their background knowledge can be enriched significantly.

I. The Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by previous student of English education of UIR is Moulina (2011) with title "The Use of the Thematic Map to Improve Students'

¹⁹ *Ibid*, p. 46.

Reading Comprehension of the Second Year Students at SMPN 32 Pekanbaru”.

The purpose of research is to increase the students’ ability in reading comprehension. She takes sample two classes with totally 61 participants. After doing the research, she found that the students’ ability in reading comprehension was categorized less. It can be proved by the average percentage was 53, 65%. While result of the use of Thematic Map to increase the students’ ability in reading comprehension of the second year at SMPN 32 Pekanbaru, the null hypothesis is accepted. It can be seen r_{table} is higher than r_{ch} whether r observed is 0, 22 while r table is at 5% significant level is 0, 288 and at 1% significant level is 0, 372. Finally, the use of Thematic Map could increase the students’ ability in reading comprehension of the second year at SMPN 32 Pekanbaru

J. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are to variables used in this research, they are variable X and variable Y. Sensory Image Strategy is as Variable X that gives the effect on students’ reading comprehension as variable Y. The indicators that will be compared are about students’ reading comprehension before and after being taught by using Sensory Image Strategy. The indicators are as follow:

1. Variable X (teaching using Sensory Image Strategy)
 - a. Before Reading: Connecting to Prior Sensory Knowledge by using:
 - 1) Play a music shoofly that appropriates with the material.

- 2) Read the title of the book.
- 3) Ask the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the music.
- 4) When they open their eyes, brainstorm as many ocean sensory images as possible.
- 5) The educators can begin the brainstorm and can continue to contribute as the brainstorm builds. Input should be recorded with different colors, one for each sense: sight, hearing, taste, touch, and smell.

b. During Reading: Activating Sensory Images

- 1) One educator reads; one closes her eyes.
- 2) The students also close their eyes during the readings of the three passages.
- 3) Listeners imagine the music during the readings.
- 4) The listening educator shares her images and connections with the students.

c. After Reading: Reflection

The listening educator shares their images and connections with the students.

2. Variable Y (students' reading comprehension)

- a. The students are able to identify main ideas by using sensory Images Strategy

- b. The students are able to identify expressions/idiom/phrase in context by using sensory Images Strategy
- c. The students are able to make inference (implied detail) by using sensory Images Strategy
- d. The students are able to identify grammatical features by using sensory Images Strategy
- e. The students are able to identify detail (scanning for a specifically stated detail) by using sensory Images Strategy
- f. The students are able to identify excluding facts not written (unstated detail) by using sensory Images Strategy
- g. The students are able to identify supporting ideas by using sensory Images Strategy
- h. The students are able to identify Vocabulary in context by using sensory Images Strategy.

K. The Assumption and Hypothesis

1. The Assumption

Before starting the hypothesis a temporary answer of the problem, the writer would like to offer assumption if the more effective of using Sensory Images Strategy, the students' reading comprehension will be better.

2. The Hypothesis

Based on the assumptions above the writer formulates two hypotheses as follows:

Ha: There is any significant effect of using sensory images strategy on reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar.

Ho: There is no significant effect of using sensory images strategy on reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research was a quasi-experimental research type pre-test and post-test control group design. It requires at least two groups, each of which is formed by random assignment. Both groups are administrated a pre-test and each group receives different treatment. Both groups are pos-tested at the end of the study. Post-test score are compared to determine the effectiveness of the treatment.²⁰ This research consisted of two variables; the independent variable symbolized by “X” that was sensory images strategy and the dependent one was “Y” referred to reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar. In brief it could be seen from the table below:

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1	-	Y_2

Where: X_1 and Y_1 : The Pre Test for Both two Groups
 T : Treatment Experimental Group
 X_2 and Y_2 : The Post Test for Both Two Groups

²⁰Gay, L.R and Peter Airasian, *Educational Research Competencies for Analysis and Application*, New Jersey: Prentice-Hall. Inc. 2000. p. 392

B. The Location and Time of the Research

The research was conducted at the second year students of State Islamic Junior High School Ranah Kampar. This research was conducted on July-August 2011.

C. The Subject and Object of the Research

The subject of this research was the second year students of State Islamic Junior High School Ranah Kampar and the object was the effect of using sensory images strategy on reading comprehension at the second year students of State Islamic Junior High School Ranah Kampar.

D. The Population and Sample

Table III.2
The Population and Sample of the Research²¹

No	Class	Population	Sample
1	VIII A	30	Control Class
2	VIII B	30	Experimental Class
Total		60	60

From the table above, it can be seen that the sample of the research was 60 students. The sample of the research was divided into two groups. The first group was control class, it consisted of 30 students and the other one was experiment class that consisted of 30 students.

²¹Source: *Document of State Islamic Junior High School Ranah Kampar 2011/2012.*

E. Research Material

Research material of this research was taken from students' English books with title English on Sky 2 published by Erlangga, 2007 and Smart Step published by ExactGaneca, 2007. The materials could be seen from the blue print below:

Table III.3
The Blueprint of Research Materials

Sensory Images Strategy	Topics	Item
The teacher explains the material by using sensory images strategy. The teacher used English textbook (Progress Grade VII) published by Exact Ganeca and English on Sky published by Erlangga	The Music Live Concert	1
	Class Performance	1
	Mr. Smith, an Ordinary Lawyer	1
	Shanti	1
	Alimudin, a Local Footballer	1
	Mario Bellini	1
	Camping	1
	Giraffe	1

F. The Technique of the Data Collection

The writer used two kinds of instruments to find the data in this research. They were questionnaire and test.

1. Observation

Observation was used to get data about the implementation of sensory images strategy on reading comprehension. It was used to know the writer's activities during teaching reading using sensory images strategy. The indicators of writer's activities were as follow:

- a. Before Reading: Connecting to Prior Sensory Knowledge by using:
 - 1) Play a music shoofly that appropriate withthe material
 - 2) Read the title of the book.

- 3) Ask the students to close their eyes and take a minute to imagine the sights, sounds, tastes, textures, and smells of the music.
- 4) When they open their eyes, brainstorm as many ocean sensory images as possible.
- 5) The educators can begin the brainstorm and can continue to contribute as the brainstorm builds. Input should be recorded with different colors, one for each sense: sight, hearing, taste, touch, and smell.

b. During Reading: Activating Sensory Images

- 1) One educator reads; one closes her eyes.
- 2) The students also close their eyes during the readings of the three passages.
- 3) Listeners imagine the music during the readings.
- 4) The listening educator shares her images and connections with the students.

c. After Reading: Reflection

The listening educator shares their images and connections with the students.

2. Test

Test was used to find out students' reading comprehension. The test consisted of pre-test and post-test. The pre-test was carried out determine the early background ability of the students' reading comprehension were

selected as the sample while the post-test has been conducted after the pre-test and teaching learning process. It has to know whether there was an improvement in their reading comprehension. Both was given for experiment and control class. The test items used for pre-test were reading comprehension in descriptive paragraph that are consisted of two passages and every passage consists 20 questions. Every question has been given score 5 if correct. Therefore, the total score if the students can answer the entire question by correct answer is 100 points.

G. The Techniques of Data Analysis

1. Percentage

In analyzing the observation data and to find out the researcher progress in teaching by using sensory images strategy, the following formula can be used:

$$\text{Percentage} = \frac{F}{N} \times 100\%$$

Where:

M = Individual Score

F = Number of Correct Answer

N = Number of Items.²²

The score of the researcher was classified in the classification below:

²²Haris, D.P. *Testing English as a Second Language*. New York: Mc. Grawbook Company. 1974. p. 79.

Table III.4
Classification of Score

Score	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

2. Anova

In analyzing test data, the researcher used one way anova to compare score of pre-test and post-test of the students for both class (experimental and controlled classes). The score was classified into classification of students' score as follows:²³

Table III.5
Classification of Score

Score	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

²³ *Ibid*,

After the score was classified, the scores were analyzed by using statistical one way anova. The process to analyze the data was as follows:²⁴

1. Find out the score of total sum of squares

$$JKT = \sum X^2 - \frac{G^2}{N}$$

2. Find out the score of between treatments variability

$$JK_a = \sum \frac{T^2}{n} - \frac{G^2}{N}$$

Where: k = Total of group

T = Total score X of every group

G = Total score X of all group

n = Total sample of every group

N = Total sample of all group

3. Find out the score of within treatments variability

$$JKd = JKsmk$$

4. Find out the score of F

$$F = \frac{RKa}{RKd} .$$

²⁴Hartono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar. 2010. p. 237.